READINGNEXT: A VISION FOR ACTION AND RESEARCH IN MIDDLE AND HIGH SCHOOL LITERACY

A Report to the Carnegie Corporation of NY

Alliance for Excellent Education

Website:

http://web.all4ed.org/adolescent_ literacy/

Reading First and Reading Next

- Reading First was developed to help students acquire gradelevel reading skills by 3rd grade
- Reading Next was developed to help students in grades 4-12 acquire reading comprehension skills that can serve them for a lifetime

Anticipation Guide and Discussion Questions

handout

Adolescent Literacy Issues

- 70% of older readers require some form of remediation, but few need help to read the words on a page; their most common problem is that they are not able to comprehend what they read
- Only 10% of students struggle with decoding
- The problem is not illiteracy but comprehension

 More than 8 million students in grades 4-12 are struggling readers (U.S. DOE, 2003)

- Every school day, more than 3,000 students drop out of high school (Alliance for Excellent Ed., 2003)
- Only 70% of high school students graduate on time with a regular diploma (fewer than 60% of African Am. and Latino students do) (Greene, 2002)

- Approximately 53% of high school graduates enroll in postsecondary remedial courses (NCES, 2001)
- Almost 70% of students entering 9th grade and 60% of 12th graders can be considered as reading below grade level (Reading Next Report)

 70% of U.S. middle and high school students require differential instruction, which is instruction targeted to their individual strengths and weaknesses (Reading Next Report)

 25 of the fastest growing professions have far greater than average literacy demands (Barton, 2000) According to a 1996 NAEP report, fewer than 5% of students in grades 4,8,12 perform in reading at the advanced level " Without diminishing the importance of good early reading instruction or the difficulties children with disabilities face when reading, I would like to assert that many "poor readers" are actually lazy readers. This is not a reflection on their character. It's simply that no one ever told these children that reading was going to be work. Students turn on their stereos, kick back on their beds, and expect the book to transfer information from its pages to their brains. "-C. Jago With Rigor for All.

Kentucky Students and Educational Obtainment

• If we followed 100 students entering 9th grade, only 65% go on to graduate

Source: Refocusing Secondary Education Report

"Time on task is not the same as time on the right task." -G. Leinhardt



Integrates *before, during*, and after *readin*g strategies

Before (or pre-reading) strategies activate prior knowledge and focus attention

During strategies help students select what is important, organize new information

After strategies build critical thinking, extend learning, make connections

Reading Behaviors of Mature vs. Struggling Readers Before Reading

Mature Readers:

- Use prior knowledge
- Understand the task/assignment
- Choose appropriate strategies

Struggling Readers:

- Start reading without preparing
- Read without knowing why
- Read without considering how to approach the material

During Reading

Mature Readers:

- Focus on what they are reading
- Monitor their comprehension know what they understand
- Anticipate and predict
- Use context to understand new terms
- Organize and integrate new information

Struggling Readers:

- Are easily distracted
- Do not know they do not understand
- Read just to get done
- Lack strategies when problems arise
- Do not recognize important words
- Fail to add new information

After Reading

Mature Readers:

- Reflect on their reading
- Summarize major ideas
- Seek information from other sources
- Feel success is due to effort

Struggling Readers:

- Stop reading and thinking
- Feel success is due to luck

Cooney, Sondra Update/Fall 2001

What Struggling Readers Need

- Incentives to complete difficult tasks—pose problems, introduce new or conflicting information and situations (point of view reading guides)
- Time to think about and summarize what they have read—Struggling readers have a hard time identifying main ideas, key information, and unimportant facts (write and discuss brief summaries)
- Opportunities to hear fluent reading every day
- Extra time and help to become better readers before during and after school programs, block schedules

Key Elements in Programs Designed to Improve Adolescent Literacy Achievement in Middle and High Schools

- 1. Direct, explicit comprehension instruction
- 2. Effective instructional principles embedded in content
- 3. Motivation and self-directed learning
- 4. Text-based collaborative learning
- 5. Strategic tutoring
- 6. Diverse texts
- 7. Intensive writing
- 8. A technology component
- 9. Ongoing formative assessment of students

- 10. Extended time for literacy
- 11. Professional development
- 12. Ongoing summative assessment of students and programs
- 13. Teacher teams
- 14. Leadership
- 15. A comprehensive and coordinated literacy program

Instruction and Infrastructure

- The list of elements is divided into two sections—instruction and infrastructure
- Effective change in schools should include elements from both sections
- The first 9 elements are Instructional; the rest are Infrastructure

Direct, Explicit Comprehension Instruction Approaches

Approaches include:

- comprehension strategies
- comprehension monitoring and metacognition instruction
- teacher modeling
- scaffolded instruction
- apprenticeship models

• "The best way to pursue meaning is through the conscious, controlled use of strategies."—G.G. Duffy

• "Despite a significant body of research in the 1980s suggesting the effectiveness of strategy instruction, especially for lower-achieving readers, strategy instruction has not been implemented in many American classrooms."—J. Dole, Reading for Meaning

Examples of Direct, Explicit Comprehension Instruction

 Reciprocal Teaching—the teacher models 4 critical strategies (questioning, clarifying, predicting, and summarizing) then transfers responsibility to students by having them work in small groups.

Reciprocal Teaching (cont'd)

 Students either take turns using each strategy or lead discussion by using all 4 strategies. By taking turns using each with a series of texts, students learn to independently and flexibly apply the strategies on their own.

4 Critical Strategies of Reciprocal Teaching

Questioning poses questions based on a portion of a text the group has read, either aloud or silently.

Clarifying resolves confusions about words, phrases, or concepts, drawing on the text when possible.

Summarizing sums up the content, identifying the gist of what has been read and discussed.

Predicting suggests what will next happen in or be learned next from the text.

Source: Palincsar and Herrenkohl, 2002.

Worksheet—Global Warming

1. Summarize

Global warming has accelerated in the past 20 years. Gases trap heat on the surface of the earth. Fossil fuels and cutting down trees pollute the air. We need plant life to clean the air.

2. Ask Questions

How does the Earth stay warm?

How does the greenhouse effect work?

How does the U.S. average production of

carbon dioxide gas compare to others?

What is the effect on a change in the weather?

Leading with Reading CD

Reciprocal Teaching Worksheet

3. Clarify

Vocab: apprehensive, amend, fossil

Global warming occurs when the Earth's temperature rises. Fossil fuels are gas, coal, and oil. They release poisonous gases into the

air. The gases become trapped close to the Earth and cannot be released, so the Earth heats up.

4. Predict

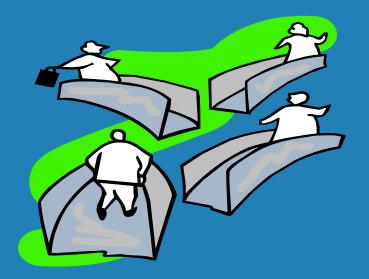
The author will continue to discuss what happens

when the Earth's air becomes polluted. Also more

on the effects of warming.

Kentucky Students and Educational Obtainment

 Of those 100 students entering 9th grade, only 39 enter college



Another example— Reading Apprenticeship

- Puts the teacher in the role of content-area expert, and students are "apprenticed" into the ways reading and writing are used within a "discipline" or subject area
- How and why we read becomes a part of the curriculum, accompanying a focus on what we read

4 Dimensions of Reading Apprenticeship

The **social** dimension focuses on establishing and maintaining a safe and supportive environment, where all members' processes, resources, and difficulties are shared and collaboration is valued.

The *personal* dimension focuses on improving students' identities and attitudes as readers and their interest in reading. It also promotes self-awareness, self-assessment, metacognition, and ownership.

The *cognitive* dimension is where students are given the reading tools and strategies they need to read like experts in the discipline.

The *knowledge-building* dimension focuses on building content and topic knowledge and knowledge of a discipline's typical text structures and styles.

Source: Jordan, Jensen, and Greenleaf, 2001.

Metacognition and Reading

Since students find it difficult to analyze how they read, one strategy to teach them is metacognition. In Reading for Understanding, one teacher explains it to her students as the metacognition bus. She sat in one seat on the "bus" and pretended to try to read but kept getting distracted every time someone new got on the bus.

Then, she moved to the seat behind her and explained this was her watching herself get distracted and reported on what the self with the book was doing, making comments like" Oh, there you go again, checking out all of the cute ones...Aren't you supposed to be finishing the book for class?" That's metacognition—thinking about thinking, or in this case, thinking about reading

2. Effective Instructional Principles Embedded in Context

This element has two forms.

The first applies to the language arts teacher—the teacher does not simply teach a technique (such as outlining) as an abstract idea, but teaches it using content-area materials, so that a transfer of skills occurs

Example: Previewing a Physics Textbook

Group activity:

- Look at chapter 4 of your physics textbook.
 List all of the different types of things you see (sections, spotlight features, etc)
- For each item listed, discuss why it was included in the book? What is it useful for?
- List the types of things people should do when reading their physics text to help them understand it (ex: write out the equations on the note cards)
- What did you learn from looking a the text?

Adapted from *Reading for Understanding*

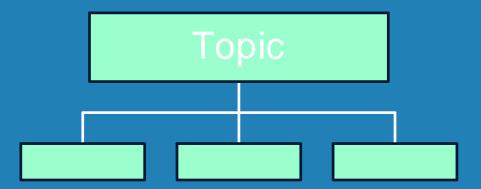
The second form applies to subject area teachers.

Content area teachers should not become reading and writing teachers, but they should emphasize the reading and writing practices that are specific to their subjects.

Students should be encouraged to read and write like historians, scientists, etc.

Teachers should use teaching aids and devices that will help at-risk students better understand and remember the content, such as graphic organizers, guided discussion, prompted outlines.

Example: Structured Note-taking



• "For too long reading and writing have been taught as "subjects". They are not subjects like history, geography, or physical science; they are processes, strategies, or tools....We read and write about something. It is impossible to learn or use these language strategies separately from content." —J.L. Irvin Reading and the Middle School Student

Kentucky Students and Educational Obtainment

Of the 39 students who go
 to college, only 26 are enrolled
 after their sophomore year



3. Motivation and Self-Directed Learning

- As students progress through the grades, they become "tuned out"
- Building student choices into the school day is an important way to reawaken student engagement
- Provide students with opportunities to select the materials they read and topics they research

 "Reading books is good. Reading good books is better."—L. Powell

 "There are worse crimes than burning books. One of them is not reading them."

-R. Bradbury

4. Text-Based Collaborative Learning

- When students work in small groups, they should not simply discuss a topic, but interact with each other around a text
- Students might read different texts about the Underground Railroad (each at his own reading level) and then present the ideas (rather than the plots) to the group

5. Strategic Learning

- Some students best benefit from intense, individualized instruction.
 Such students should be given the opportunity to participate in tutoring
- They may need help to acquire critical curriculum knowledge, but they also need to be taught "how to learn" curriculum information.

6. Diverse Texts

- Provide students with diverse texts that present a wide range of topics at a variety of reading levels
- Texts need to be below students' frustration level and interesting
- This means having books available from a wide range of levels on the same topic

7. Intensive Writing

- Writing instruction improves reading comprehension
- Students need instruction to be connected to the kinds of writing tasks they will have to perform well in high school and beyond
- Attention should be given to increasing the amount of writing instruction and increasing the quality of writing instruction and assignments

8. A Technology Component

- Technology should be both a facilitator of literacy and a medium of literacy
- Literacy programs should use technology as an instructional tool and an instructional topic

9. Ongoing Formative Assessment

- Data should be cataloged on a computer system that would allow teachers, administrators and evaluators to inspect students' progress individually and by class
- They should be designed to inform instruction

Infrastructural Elements

10. Extended Time for Literacy

Schools should focus on literacy connected learning 2-4 hours daily

Teachers should realize they are not just teaching content knowledge but also ways of reading and writing specific to a subject area

5 Goals for High-Level Literacy Programs

From Literacy Across the Curriculum, SREB

- Read the equivalent of 25 books per year across the curriculum
- Write weekly in all classes
- Use reading and writing strategies to enhance learning in all classes
- Write research papers in all classes
- Complete a rigorous language arts curriculum taught like collegepreparatory/honors English

How Much Reading Do Teachers Expect From Students?

of Books High Middle School

None

45%

32%

1-2

26

36

3-5

14

19

6-8

6

7

9+

8

6

How to Read 25 Books a Year

- The average reading rate = 250 words per minute
- The average page=500 words (dense material) or 250-300 words (typical novel)
- Students can read, on average, one page (dense material) every 2 minutes or 1 page per minute (typical novel)
- The average book is 200 pages
- Students can complete a book in 200 minutes, or 3 hours and 20 minutes
- 180 school days with 30 minutes reading=5,400 minutes
- With 30 minutes per school day, students can read 25 books

A Plan for 25 Books Per Year

- Summer Reading—5 books; 2 in language arts and 3 in other courses
- First 9 weeks—2 in language arts and 4 in other courses
- Second 9 weeks—2 in language arts and 3 in other courses
- Third 9 weeks—2 in language arts and 3 in other courses
- Fourth 9 weeks—2 in language arts and 2 in other courses

Source: HSTW 2002

11. Professional Development

 Ongoing, long-term professional development is more likely to promote lasting, positive changes in teacher knowledge and practice

 It will also help school personnel create and maintain a team-oriented approach to improving instruction to promote better adolescent literacy

12. Ongoing Summative Assessment of Students and Programs

- These assessments would allow teachers to track students throughout a school year and over an entire academic career
- They would allow for evaluation of the implemented program
- They should go beyond state assessments, and they should inform instruction

13. Teacher Teams

- School structure should support instruction and planning in an interdisciplinary teacher team
- Teachers meet regularly to discuss students they have in common and to align instruction
- The shift in structure from primary grades to middle and high often causes a loss in consistency in literacy instruction

14. Leadership

- It is critical that a principal assumes the role of an instructional leader
- It includes a principal who builds his or her own knowledge of how students learn
- It also applies to teachers, who should be leaders in curricular improvements

15. Comprehensive and Coordinated Literacy Program

The vision for an effective literacy program recognizes that creating fluent and proficient readers and writers is a complex task and requires that teachers coordinate instruction to reinforce important strategies and concepts

What is the optimal mix?

- Without professional development, ongoing formative assessment of students, and ongoing summative assessment, we cannot hope to effect major changes
- However, these 3 elements alone cannot improve literacy achievement—they are only a requisite starting point for an effective literacy program. They are the minimum foundation all programs should have in common.

To evaluate your school's literacy program:

- Go to KDE's website
- Click on "Teaching Tools"
- Click on "Literacy"
- On the Literacy page, you will find the 9 elements of comprehensive school-wide literacy programs (PERKS) and other resources to help evaluate your school's program

Kentucky Students and Educational Obtainment

 Of the 100 students we have followed who entered the 9th grade,

only 15 graduate with a 2 or 4 year degree within 6 years



 " If you do not learn to read and you live in America, you do not make it in life."—Patton and Holmes, The Keys to Literacy

